

University of Massachusetts Amherst
ScholarWorks@UMass Amherst

New England Library Instruction Group

July 1, 2012 - June 30, 2013

Sep 28th, 9:00 AM - 12:00 PM

NELIG Meeting - September 28, 2012

New England Library Instruction Group

Follow this and additional works at: <https://scholarworks.umass.edu/nelig>



Part of the [Information Literacy Commons](#)

New England Library Instruction Group, "NELIG Meeting - September 28, 2012" (2012). *New England Library Instruction Group*. 1.
<https://scholarworks.umass.edu/nelig/2012-2013/fall-program/1>

This Minutes is brought to you for free and open access by the ACRL New England Chapter at ScholarWorks@UMass Amherst. It has been accepted for inclusion in New England Library Instruction Group by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

Fall Meeting 2012 Minutes

The panel discussion of online library instruction in support on- and off-campus students consisted of the following librarians:

- **Ed Daniels** - Off-Campus Services Librarian, Southern New Hampshire University. Ed has been doing off-campus library support in one form or another since 1991, and currently supports up to 35 sections of English classes every 8 weeks at both the off-campus centers and online across the world. SNHU currently has 15,000 online students and this population is expected to grow substantially in the next several years.
- **Heidi Steiner** - Head of Digital and Distance Services, Norwich University. Heidi is responsible for online library instruction of graduate students through the College of Graduate and Continuous Studies at this private military college, including many soldiers on active duty overseas. She works to integrate library instruction into courses designed by course developers and administrators.
- **Laura Weber** - previously Reference & Instruction Librarian at Fairfield University, currently Assistant Director of Library Services, St. George's School. At Fairfield, Laura worked to design and deliver instruction asynchronously working in collaboration with a History professor.

1. In developing your on-line lessons and materials what pedagogical implications do you consider? Are these considerations unique to on-line instruction?

Laura:

- The asynchronous nature of instruction is tricky-there is no face-to-face interaction It's important to keep instruction simple and keep open lines of communication.

Heidi:

- Give students exactly what they need to know and no more. Don't worry too much about learning styles: most students are multi-modal learners. Use audio and a picture to convey that you're a real person.

Ed:

- Students are of different ages, abilities and have different priorities: use videos. They should know there are humans who have their best interests at heart.

2. How do you reach students?

Heidi:

- Being visible is very important, as is being excited and enthusiastic; make a good first impression, and add chat widgets in "point of need" locations.

Ed:

- Having a good rapport with the faculty is very important - they promote him. There is an "Ask the Librarian" thread at the bottom of the discussions boards. He made a long orientation video and is starting to get meetings with the course developers.

Laura

- It's important to make a personal connection with students. She worked with a professor who valued the library and promoted her. It's important to remind students she's there.

3. How do you assess online instruction and/or measure student success?

Ed:

- There's an orientation exercise using language from the library website, but this is graded by faculty; there's going to be an exercise module for all of the gateway classes, but this will also likely be graded by faculty. He has the statistics for LibGuides and his videos, and the Blackboard views on the discussion board. He would like to visually scan the references in the English papers.

Laura:

- There were formal assignments and she was able to see how sources and footnotes were integrated; she had close communication with the faculty member, so they could troubleshoot problems, and she had stats for the LibGuide.

Heidi:

- Assessment is the hardest part, and only works best in course-integrated work. She struggles also with the distinction between feedback and real assessment. She has Google Analytics for her website and videos, but real assessment is really challenging.

4. What is your greatest challenge for providing on-line instruction?

Laura:

- Meeting all of the different students' needs. She had no background information on any of them, and had to meet them at their point-of-need, but they didn't always say what their needs were. Addressing the entire spectrum of students was challenging.

Heidi:

- Assessment was hard. So is scalability: she doesn't like embedded librarianship: she doesn't think it works and it isn't scalable. She also struggles with the idea of perceived success: people remember things that no one uses anymore. She thinks hybrid models might provide more meaningful participation.

Ed:

- He also struggles with scalability: SNHU expects huge increases in online enrollment, including new B.A. and M.A. in nursing, which is an entirely online program. More people will have to be hired to accommodate these increases.

5. Who is involved in on-line library instruction? Do you collaborate with staff from other departments or with faculty?

Heidi:

- She does all of the online instruction but there's campus interest to experiment more with hybrid materials and to repurpose the online tools for the on-campus community. She would like to work more with the course developers (sometimes they develop materials without her input, which can be a nightmare).

Ed:

- He's the only one responsible for online instruction. He will often coordinate and

collaborate with Brooke Gilmore; questions that are asked at the Reference Desk are often routed to him for answer and ongoing follow-up.

Laura:

- LibGuides are embedded in Blackboard automatically when they're created. She experimented with WizIQ for synchronous instruction, but that didn't work out.

6. What is one thing you wish you or your program had that would be helpful?

Ed:

- He'd like to work more closely with the course designers to ensure a partnership. He's starting to spend Tuesdays with them now to develop more collaboration.

Laura:

- She'd have loved to have had a pre-test for the students to see what their prior experience was.

Heidi:

- She'd love to have the course developers take a webinar on library information and services and then use that information in their course design.

7. Is there a way to estimate and plan for the time-commitment of online library support?

Laura:

- Starting from scratch is time-consuming, but once it's all set up (assignments, LibGuide, materials), it's easier to keep updated and just make small adjustments. So it's heavy at the beginning but it gets easier.

Heidi:

- Experience makes things easier, but initial set-up is time-intensive. And you can't always predict what will happen.

Ed:

- The asynchronous nature of online instruction/support affects time planning -- he reads discussion boards at night and takes a time-shift at work. He wants to keep the instruction personal and respond to inquiries as quickly as possible. This becomes more complicated with the scalability issues he's mentioned.

7. Where is your program going- what plans do you have for the future?

Heidi:

- There's a new bachelor's completion program; she's designing websites for the course-developers, and is cleaning up and updating the old guides/overviews of resources. She trolls in classrooms to check out assignments and liaise with instructors. She wants to work more with the Head of Instruction to complement on-campus instruction.

Ed:

- There are huge enrollment increases coming to SNHU, and he's on sabbatical in the spring. His project is to look at how large schools, like U Maryland, U College and Nova Southeastern) handle and manage their online instruction work, so he will be doing site visits to examine programs, assignments and assessment. He will also continue to work

at the SNHU online “Millyard” campus to be their bridge to the main campus.

Laura:

- She’s no longer at Fairfield U, but they’re becoming more involved with online instruction. She just started at St. George’s School in Newport, RI, where all of the classes are in Blackboard. She continues to want to experiment with giving students answers when librarians are not around in person.

Show and Tell

- Ed showed his Libguide: http://libguides.snhu.edu/ENG120Composition_COCE
He noted the activities for evaluating websites, and the keyword search and research strategy exercises. He also showed one of his instructional videos.
- Laura showed her LibGuide: <http://librarybestbets.fairfield.edu/ah15>
She noted the Research Tracker, the Evaluating Sources box and CRAAP test, and the tools for Chicago citation format.
- Heidi showed her video portal: <http://library2.norwich.edu/sgs/introlib/libintro.htm>
She noted the Closed Captioning feature and discussed her efforts to keep all of her videos under 2 minutes, if possible.

Q & A

- Can you say anything more about the time commitment to be embedded in one class?
 - Ed=It would really vary by semester and how active your boards (or other means of communication) are.
 - Laura=Be flexible with your time and try to answer questions in a timely way. It really depends on student need and faculty support.
 - Heidi tries to multitask answering online questions while she’s at the Reference Desk.
- What portion of your job description is dedicated to online instruction/support? - What else do you do?
 - Heidi = 20% liaison work with the course developers; 20 % developing instructional materials; 3 reference shifts (2 on-call); she has no face-to-face classes.
 - Ed=he has been liaison to on-campus departments, but he doesn’t do this any more. He shares a reference shift with Brooke, but now he can dedicate himself to more travel to the off-campus sites and with the online developers.
 - Laura= 10 hrs at the Reference Desk, 25% of classes (about 30/semester), LibGuides, etc.; this was just one part of everything else she was doing.
- Do students/student library workers look at/review the videos before they’re posted?
 - Ed=sometimes he gets feedback, but he likes the idea and may do more.
 - Heidi=she gets feedback from her videos

- Laura=she didn't do surveys except for larger projects
- Does anyone Skype?
 - Heidi has Skyped a few times. She also recommends the Free Tech for Teachers blog: <http://www.freetech4teachers.com/>
- Is there an "Oops!" moment you care to share?
 - Laura=She had already mentioned to her attempt to do synchronous instruction with students that failed; she also warns not to get too involved with students: be friendly, but they have to do the work themselves.
 - Heidi=She looks at every experiment as a learning experience: it's O.K. if it fails.
 - Ed=Nothing significant has broken; just be careful not to take on too much without allowing for what could be a significant time commitment (example: citation, which he feels is the professor's purview).
- Are other departments on campus working with online students? Are there tutors?
 - Ed=SNHU is using Smart Thinking as a tutorial service
 - Heidi=It's a big problem: Norwich doesn't support online students besides her library instruction
 - Laura=Fairfield isn't set up to support online students, either: they refer back to the instructors.
- Is anyone incorporating social media?
 - Ed=the library has a FB page and Twitter feed, but he doesn't use this in instruction.
 - Heidi=There's no institutional culture for this (military academy) and tech service is poor in rural Vermont
 - Laura=the library does generally, but there isn't a lot of student buy-in

Respectfully submitted,

Kathrine Aydelott
 NELIG Secretary
kaydelott@andover.edu